



Responsible Office(s): Office of Academics: Department of ELL/WL

PURPOSE:

The purpose of this document is to provide school sites with guidance on the identification, assessment, and eligibility for English Language Learners as required by federal law.

PROCEDURE: Identification of Students for ELL services

- **Identification of each pupil's primary language**
 - Upon entry into the Washoe County School District, each student's home and primary language will be identified through the Home language Survey.
 - All students having a primary or home language other than English are to be referred by the school to the ELL teacher for language proficiency identification.
 - Personnel from the Department of English Language Learners and the school ELL teachers will conduct identifications of students' language proficiency at the ELL office or at individual school sites.
- **Assessment of Students with a primary home or primary language other than English**
 - All students identified as having a home or primary language other than English and/or potential candidates for ELL instructional services will be assessed in the following manner:
 - English language proficiency will be assessed through the administration of the WIDA ACCESS Proficiency Test (W-APT) and/or other assessment instruments selected by the district.
 - A review of previous schooling records or a parent or guardian/student interview will be conducted to assess the student's academic ability.
- **The student's performance on the W-APT and the academic evaluation will be interpreted to determine appropriate ELL and/or other educational services.**
- **Eligibility for ELL Instruction**
 - A student who scores below five on the age appropriate level of the W-APT shall be deemed sufficiently lacking in English skills and will be placed in the ELL program.
- **Additional Student Needs**
 - Each teacher of a student in a Limited English Proficient (LEP) Program will be notified of the student's placement and/or special needs and will take appropriate steps to meet those needs.
 - Each teacher with a limited English proficient student or former LEP student may refer these students for additional or special services using the district referral form.

- Students who are referred for special services will be assessed for further evaluation and possible special assistance.
- The additional services for a child will be determined by the standardized assessment instrument as well as the professional judgment of the ELL teacher, general classroom teacher, ELL office and building administrator.
- **District's Standardized assessment instrument**
 - The district's standardized assessment instrument, Assessing Comprehension and Communication in English State to State for ELLs (ACCESS), will serve as both program proficiency level measurement as well as a program exit measurement. In addition to using the W-APT for initial placement in the ELL program, the ACCESS test will be given to all identified ELL students in the spring of each academic year for purposes of student language proficiency progress and program assessment.
- **Additional Federal Required Documents (filed in District Blue Folders)**
 - Initial Placement Letter (went only one time after student is identified by W-APT as qualifying for ELL services)
 - Yearly Continuing Placement Letter
 - Yearly Designated Supports Form (until two years after exiting ELL services)
 - Original Home Language Survey Form
 - AMAO Failure Notification Letters
 - Parent Refusal for Services Form, if appropriate
 - Yearly dated, Yearly check off (by ELL teacher or Department of ELL Assessment Tech)
 - Reclassification Letter (if appropriate)

DEFINITIONS

1. LEP (Limited English Proficient): The term is employed by the United States Department of Education to refer to a student learning English and lacking sufficient mastery of the English language to meet state standards and excel in an English-language classroom. Increasingly English Language Learner (ELL) is used to describe this population, because it highlights learning, rather than suggesting that non-native-English-speaking students are deficient.
2. ELL (English Language Learner): The term is employed by Title III as a student age 3 - 21 enrolled in school whose primary or home language is not English and who does not meet proficiency on a state approved language proficiency assessment.
3. Short-term ELLs: Students that are new to the country or have attended U.S. schools for six years or less. Short-term ELLs are typically Limited English Proficient in comprehension/speaking as well as in reading/writing.
4. Long-term ELLs: Students who have had six years or more of formal education in the U.S. Students may approach oral fluency criteria in English, but they are not yet

proficient in all four domains (reading, writing, speaking, and listening). There may be several factors that may influence an ELL student in becoming a Long-term ELL (transiency, interruption in schooling, ineffective teachers). As a result, Long-term ELLs generally have low academic skills resulting in poor academic performance. For many Long-term ELLs, English is the dominant language.

5. Newcomer (ELL): A new arrival to the country whose primary or home language is not English and who does not meet proficiency criteria on a state approved language proficiency assessment.
6. Incoming (ELL): An out of state student transferring into the district as an ELL. It may also be a student incoming to middle school from elementary school or incoming to high school from middle school.

DESIRED OUTCOMES

1. LEP students acquire full proficiency in English as rapidly and effectively as possible.
2. LEP students meet state standards for academic and language achievement.
3. LEP students increase graduation rates.
4. Every LEP student graduates from high school prepared for the option of enrolling in a two- or four-year college or university and/or ready to pursue a successful career.

IMPLEMENTATION GUIDELINES & ASSOCIATED DOCUMENTS

1. This document reflects the goals of the District's Strategic Plan and is aligned to District initiatives, resources, guidelines, and documents.
2. This document aligns with Board Policy 6171, Limited English Proficiency.
3. This document complies with Nevada Revised Statutes (NRS) Chapter 385, State Administrative Organization, and specifically:
 - a. NRS 385.347, Program of accountability for school districts and charter schools; preparation of annual report of accountability by school districts and sponsors of charter schools; public dissemination of report; notice of availability on Internet.
 - b. NRS 385.3587, State accountability report: Pupils who are limited English proficient.
4. This document complies with Nevada Revised Statutes (NRS) and Nevada Administrative Code (NAC) Chapter 388, System of Public Instruction, and specifically:
 - a. NRS 388.405, Legislative declaration; duty of State Board to adopt regulations and submit certain evaluations required by federal law.

- b. NRS 388.407, Board of trustees required to develop policy for instruction to teach English.
 - c. NAC 388.600 – 388.655, Instruction of Certain Pupils Whose Primary Language is Not English
5. This document complies with the following federal regulations:
- a. Elementary and Secondary Education Act (ESEA), Part A, English Language Acquisition, Language Enhancement, and Academic Achievement Act
 - i. Title III, Language Instruction for Limited English Proficient and Immigrant Students (Public Law 107-110)
 - b. Civil Rights Act of 1964, Title VI, which prohibits discrimination based on race, color, or national origin.

REVIEW AND REPORTING

- 1. This document shall be reviewed as part of the bi-annual review and reporting process, following each regular session of the Nevada Legislature, and in conjunction with changes to corresponding Board Policy. The Board of Trustees shall receive notification of any changes to the administrative regulation.

REVISION HISTORY

Date	Revision	Modification
9/22/1992	1.0	Adopted

REVISION HISTORY

Date	Revision	Modification
11/15/2006	1.0	Adopted as Accepted Practice
2/05/2012	2.0	Revised
07/14/2014	3.0	Revised: converted to Administrative Procedure